DOCUMENT RESUME

ED 257 994 CE 041 659

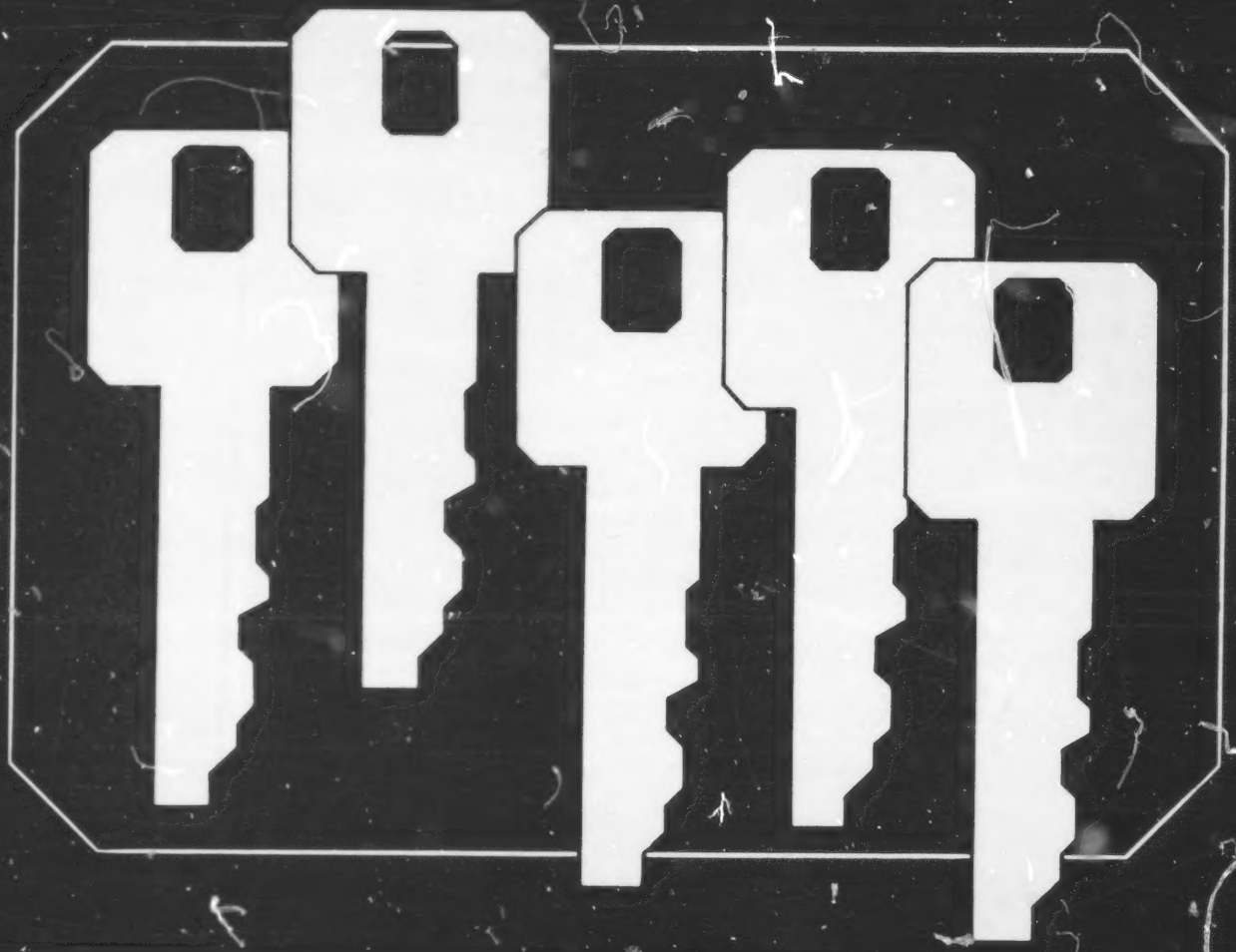
AUTHOR	Lankard, Bettina A.
TITLE	Provide Employability Skill Development. Module CG C-8 of Category C--Implementing. Competency-Based Career Guidance Modules.
INSTITUTION	American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO	ISBN-0-934425-20-5
PUB DATE	85
NOTE	76p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM	Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Career Education; *Career Guidance; *Competency Based Education; Counselor Evaluation; *Counselor Training; *Employment Potential; Followup Studies; Guidance Personnel; Guidance Programs; Individualized Instruction; *Job Skills; Learning Activities; Learning Modules; Postsecondary Education; Program Development; *Skill Development

ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel acquire the knowledge and skills needed to develop and initiate a plan for helping clients to develop employability skills. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. Appendixes include abstracts of selected materials on employability skills and a section on group and individual counseling techniques. (YLB)

ED257994

Provide Employability Skill Development



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

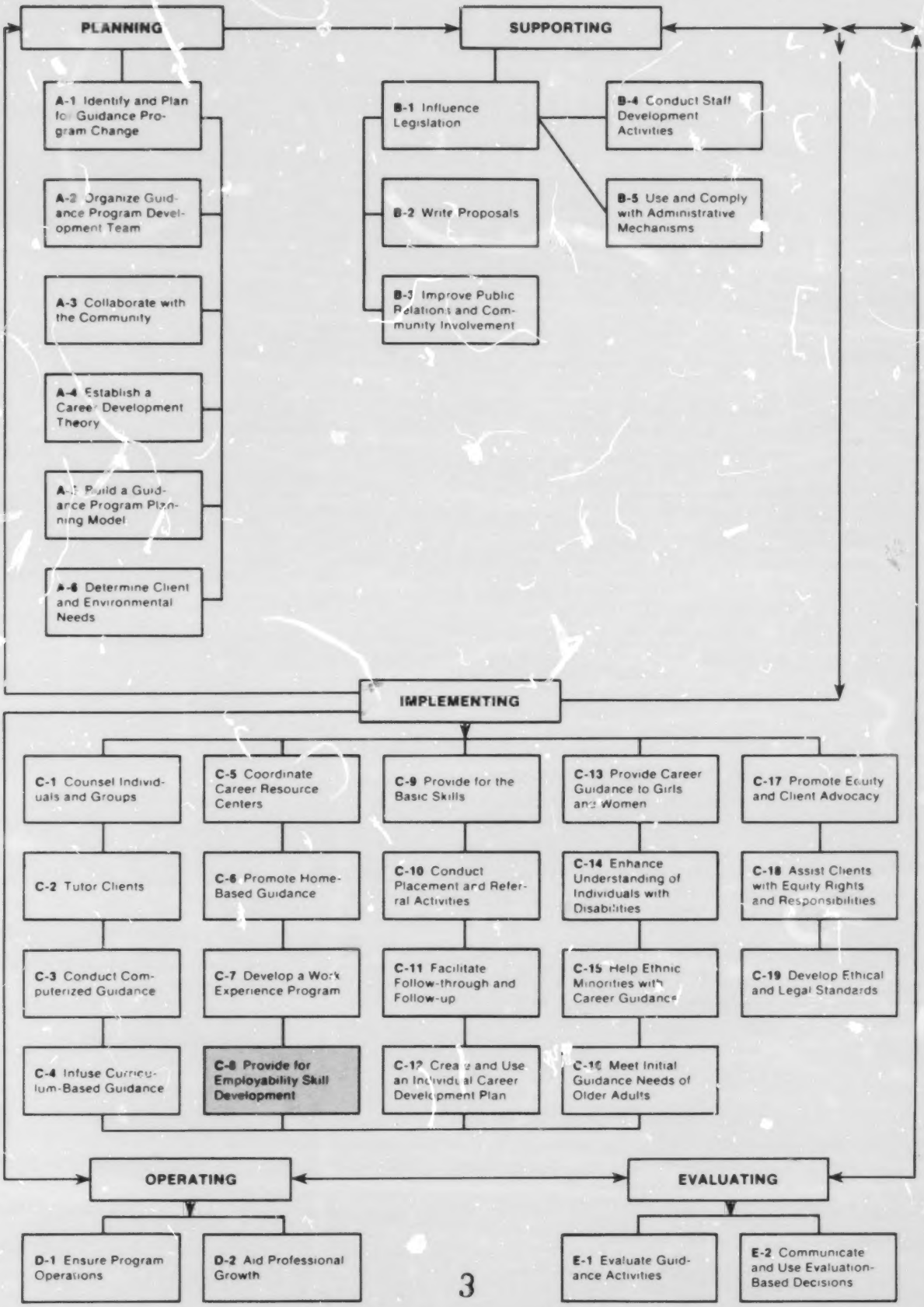
BELL & HOWELL
Publication Systems Division
Publication Products

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. Owen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COMPETENCY-BASED CAREER GUIDANCE MODULES



Provide Employability Skill Development

MODULE CG C-8

Module CG C-8 of Category C — Implementing
Competency-Based Career Guidance Modules

by Bettina A. Lankard

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1985

ISBN 0-934425-20-5

Copyright © 1985 by The National Center for Research in Vocational Education, The Ohio State University. All rights reserved.

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio; The American Association for Counseling and Development, Alexandria, Virginia; The American Vocational Association, Arlington, Virginia; The American Institutes for Research, Palo Alto, California; and the University of Missouri-Columbia, through contracts from the United States Department of Education, Office of Vocational and Adult Education; under the research section of the Educational Amendment of 1976 (P.L. 94-482). Copyright is claimed until full term. Thereafter all portions of this work covered by this copyright will be in the public domain. The opinions expressed, however, do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

Published and distributed by **Bell & Howell Publication Systems Division**,
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9981 or in Ohio call (216) 264-6666.

BELL HOWELL
Publication Systems Division
Publication Products

FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

BELL · HOWELL
Publication Systems Division
Publication Products

Bell & Howell, Publication Products, is one of two operating units that comprise Publication Systems Division. Based in Wooster, Ohio, Publication Products specializes in the production and reproduction of newspapers, periodicals, indexes, career information materials and other widely used information sources in microform, hard copy and electronic media.

ABOUT THIS MODULE

PROVIDE EMPLOYABILITY SKILL DEVELOPMENT

Goal

Upon completion of this module, career guidance personnel will have acquired the knowledge and skills needed to develop and initiate a plan--including objectives, strategies, and activities--for helping clients to develop employability skills.

INTRODUCTION 5

READING 7

Competency 1. Identify employability competencies that clients should acquire to compete successfully in the labor force 7

Competency 2. Identify resources to draw upon in assisting clients to develop employability skills and describe methods of using those resources 8

Competency 3. Identify and describe a strategy for helping clients to acquire and maintain employability skills 9

Competency 4. Outline a program plan for delivering guidance and training in employability--including goals, objectives, staffing, staff roles and responsibilities, time lines, and methods of evaluation 12

Competency 5. Develop a strategy for conducting follow-up activities 13

LEARNING EXPERIENCES

1. Skills Important to Job Acquisition and Retention 21
2. Resources on Employability 25
3. Assisting Clients to Employment 33
4. Program Planning 39
5. Planning for Follow-up 45

EVALUATION 49

REFERENCES 57

APPENDICES

A. Abstracts of Selected Materials and Practices Related to Employability Skills 59

B. Group and Individual Counseling Techniques 67

ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Helping individuals to acquire **employability skills** is one of the most vital services provided by career guidance personnel. Many people spend months, and even years, preparing for specific jobs by developing job-related skills. However, this factor alone will not guarantee them employment.

Employers hire individuals who not only have job skills, but who can communicate that they have these skills and convince employers that they are the most qualified persons for the job. Once employed, the same individuals must demonstrate their value by exhibiting positive attitudes and behaviors as they function in the work setting.

In today's competitive job market, it is imperative that people develop skills that will enable them to **compete successfully** in the struggle to acquire and retain jobs. Career guidance personnel are frequently in a position to offer such assistance.

This module addresses competencies required to deliver guidance and training to clients seeking employability skills. The purpose of the module is to help you identify the specific employability skills sought by employers and then to plan ways you can help your clients acquire those skills.

Guidelines set forth in this manual will provide you with a structure for your own planning. However, a thorough investigation of printed resources and continuing consultations and discussions with colleagues, employers, and other human resources will be necessary if you hope to develop a comprehensive, well-organized plan that is designed to meet the needs of the clients you serve.

Skills Important to Job Acquisition and Retention

Competency 1 — **Identify employability competencies that clients should acquire to compete successfully in the labor force.**

Work preparation must include development of the human or nontechnical skills one needs to function successfully in the work force. To provide guidance to your clients in this area, you must be aware of the employability skills **most sought** by employers. In general, employers want workers who are reliable, self-confident, responsible, cooperative, ethical, and willing to learn. They want prospective employees to convey these qualities at the **preemployment stage** by showing interest in and enthusiasm for the job and by presenting positive appearances and attitudes.

Finding out the specific qualities employers seek in the people they hire was one of the tasks assumed by the National Center for Research in Vocational Education in conducting the Technical Assistance for Occupational Skills Training Project, sponsored by the Office of Youth Programs, U.S. Department of Labor in 1981. From the list of skills generated by selected employers, the following competencies and related task statements evolved.

WORK MATURITY SKILLS

Present a Positive Image
- Follow good grooming practices
- Practice good health habits
- Dress appropriately for the job
- Exhibit self-confidence

Exhibit Positive Work Attitudes
- Use basic social skills
- Be creative and willing to learn
- Take pride in your work

Practice Good Work Habits
- Maintain regular attendance
- Be thorough and diligent
- Follow safety practices

Practice Ethical Behavior
- Exercise integrity and good judgment
- Respect property
- Follow safety practices

Communicate Effectively
- Demonstrate spoken communication skills
- Demonstrate written communication skills
- Demonstrate nonverbal communication skills
- Demonstrate good listening habits

Accept Responsibility
- Use initiative
- Use problem-solving techniques
- Manage personal responsibilities

Cooperate with Others
- Work as a member of a team
- Work under supervision
- Cope with job frustration, conflict, and/or prejudice

JOB SEARCH SKILLS

Prepare for the Job Search
- Choose a job and prepare for employment
- Compile information for application and/or resume
- Prepare a resume

Search for Available Jobs
- Identify potential employers
- Decide which employers to contact first
- Follow job leads

Apply for Jobs
- Fill out applications
- Present applications

Interview for the Job
- Prepare for the interview
- Handle the interview
- Follow up on the interview

Handle Job Offers
- Find out information about the job and company
- Negotiate for the job

Other sources of information on employability are abstracted and listed in the resources section on page 57. A review of these publications will provide you with additional insights into the kinds of employability skills clients should develop.

Resources on Employability

Competency 2 — **Identify resources to draw upon in assisting clients to develop employability skills and describe methods of using those resources.**

Resources to help you assist clients to develop employability skills come in the form of **individuals, activities, and materials**. **Individuals** include the following:

- **School staff**, who can emphasize such skills as punctuality, acceptance of responsibility, positive work habits, and so forth, in the classroom setting
- **Parents**, who can be alerted to the kinds of non-job-specific skills sought by employers and who can act to develop these skills in their children within the home environment
- **Client peers**, who are successfully functioning in the work force, who can discuss the importance of good attitudes and behaviors, and who can give testimonials about the problems they have encountered and the ways they have dealt with such problems
- **Local employers**, who can offer you advice on the focus of employability skill training and who can offer guidance to clients by (1) observing and critiquing them as they practice their skills in role-play situations and (2) providing information to them about specific employers and the preferred means of accessing those employers

Activities such as **workshops, conferences, and seminars** can help you develop the skills you need to deliver employability skill guidance and training. Many professional associations and private organizations offer such skill building workshops and training programs. To obtain lists of such activities, contact the individual associations and organizations. Or, contact the Information Systems Division of the National Center for Research in Vocational Education. This division provides a resource and referral service program (called RRS) that collects and distributes information about educational organizations and the products and services they offer. Because RRS has developed a database of products, services, and meetings of education-related, nonprofit organizations, it can tell you when and where important conferences, seminars, and workshops are being held and what kinds of technical assistance are offered by them.

Organizations and institutions offer education and training programs for clients, too. You might contact the following groups for such program information:

- Proprietary schools
- Area vocational-technical schools
- Technical institutes

- Business and trade schools
- Business- or government-sponsored training programs
- Community colleges

Other sources of information on employability skill guidance and training include government, commercial, and association publications. Special projects, periodicals, articles, and audiovisual materials are included in the December 1981 publication, *Capacity Building for Employment and Training: Career Guidance, Counseling, and Information Services*, prepared by the National Vocational Guidance Association (NVGA) through a contract with the Office of Youth Programs, U.S. Department of Labor.

Additional resource materials are identified in *Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models*, which was developed by the National Center for Research in Vocational Education through a contract with the National Institute of Education (NIE), U.S. Department of Health, Education, and Welfare, in 1978. Abstracts of selected materials and practices from these two publications appear in appendix A of this module.

While you may have a number of good materials available to you, your search for additional information may be facilitated by the Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education, which is sponsored by NIE and located at the National Center for Research in Vocational Education. As one of 16 clearinghouses that comprise the national information system called ERIC, the Clearinghouse on Adult, Career, and Vocational Education acquires, selects, abstracts, and indexes documents of educational significance. ERIC makes its huge collection of documents available through an indexed microfiche system, through computer searches, through its document reproduction service, and through a number of publications.

There are many resources you can use to learn about delivering employability skill guidance and training. Your responsibility is to become aware of the variety of available resources and of ways to use them.

Assisting Clients to Employment

Competency 3 — **Identify and describe a strategy for helping clients to acquire and maintain employability skills.**

Effective counseling begins at the point of **initial contact** with the client and extends **beyond job placement**. To provide the vast array of counseling services necessary to cover this span of activity, you will employ a number of varying techniques. The process you use, however, will most likely resemble the stages described below.

Establishing the Relationship

In this initial stage, the counselor establishes **rapport** with the client, communicating personal interest in the client and expressing staff caring and concern. A skillful counselor will lead the client to view guidance personnel and their efforts in a positive manner by conveying expressions of acceptance, sincerity, understanding, respect, and competence.

A positive one-to-one relationship of client to counselor is especially important at this stage of assistance, because only in an atmosphere of trust will clients give insight into their needs by revealing the failures, limitations, insecurities, and other problems that have prevented or will prevent them from being "employable." With the information gained through this communication, the counselor will be better able to assess clients' training needs and to help resolve obstacles (such as transportation and child care problems) that might prevent them from accepting guidance and related services. Because clients will have varying language skills, home environments, and motivations, the counselor will need to use a variety of approaches.

The amount of time needed to establish client relationships will vary depending on the clients

and their needs. In some settings, such as the school setting, the time needed may be minimal if the client and counselor have already established a good relationship through prior interactions. Employment and training counselors who advise JTPA youth may have limited time to serve their clients who need to find work and obtain incomes immediately. Such time constraints will dictate the type and comprehensiveness of services offered.

Assessing Needs

Assessment is done to determine a client's **specific needs** so that appropriate guidance and training can be offered. The counselor typically begins this assessment by reviewing the client's background--education, skills, occupational interests, and work experience--and then uses that information to help the client work toward a realistic and accurate decision about appropriate training and services.

For example, you, as the counselor, may discover that a client lost a previous job because of repeated tardiness for work and irresponsibility in performing assigned tasks. Knowing this, you would have some basis for recommending that employability skill training focus on ways to get to work on time and to accept responsibility on the job.

Or you may learn that the client has good job skills, a positive attitude, and good work habits but is unable to find transportation to prospective employers. In this case, you could help the client explore public transportation, automobile costs and financing, car pools, and even relocation.

Sometimes a review of the client's background information in relation to career goals indicates lack of realistic appraisal. As the counselor, you can provide information or access to information about salary, hours, responsibilities, and employment outlook related to the identified occupation for the client to use in reassessing goals and in determining the focus of the job search.

Most people need positive reinforcement of their worth. During assessment, the counselor should also make note of the client's strengths, listing skills and qualities that could be highlighted on a resume. In this way, the counselor will be able to make a more accurate assessment of the client and that person's needs.

Providing Linkage to Appropriate Services

Once client needs have been identified, the counselor considers the kinds of **available services** and links the client to those that most directly meet the needs. Sometimes this means **referral** to outside sources. If you have an established referral network, it will be easy for you to tap community resources. If not, you can work with the client to develop such a network. A list of resources such as the one you compiled in the activity for Competency 2 is a valuable tool for determining ways to augment counseling services to develop client employability.

For example, a comprehensive list of programs and service providers would reveal information on where you could locate individualized competency-based curriculum materials and training programs related to work maturity and job search.

The practice of **orienting** clients to training programs is being recognized as an important part of facilitating clients' success in those programs. Orientation provides clients with information about the process and content of the programs and about the outcomes they can expect from program participation. Ways to provide such orientation include--

- establishing a **resource center** that provides directories, guides, pamphlets, and other written materials about available programs so that clients can compare content, training time, type of instruction, training outcomes, cost, and so forth;
- inviting **representatives** of training programs to speak to groups of interested clients about their programs' content, admission requirements, costs, and so forth;
- encouraging clients to visit the **organizations or institutions** that are service providers to view the facilities and to speak with the staff and students.[1]

---

[1] King-Fitch. *Bridges to Employment. Book Three. Practices for Providing Follow-through Services to Employment and Training Clients.*

Employing Counseling Techniques

Both individual and group counseling techniques offer effective means of assisting clients who need employability skills. A number of these techniques, listed below, are detailed in appendix B.

Group Counseling Techniques

- Lecture
- Conference or group discussion
- Training groups or sensitivity training
- Role playing
- Gaming
- Simulation
- In-basket
- Case studies
- Audiovisuals

Individual Counseling Techniques

- Individual counseling
- Dialogue with employer
- Intervention or advocacy
- Programmed or computer-aided instruction
- Modeling
- Exploratory experiences
- Selective placement
- Referral
- Reading lists and printed materials

In determining the potential effectiveness and cost of both group and individual counseling, consider in what situations each type of counseling might be used to advantage:

Group counseling techniques--

- are less costly because several participants are served simultaneously;
- can offer the benefits of peer interaction, as participants can learn from each others' experiences and are often more receptive to suggestions from peers than from others; and
- can contribute to ongoing assessment as individual problems surface in the group process.

Individual counseling--

- can be specifically tailored to the participants' needs and
- can be provided at the proper time to be relevant and perhaps avert crisis.[2]

Conducting Ongoing Assessment and Follow-up

This final stage of counseling is done to provide **positive reinforcement** of appropriate work behavior during and following training and to determine the long-range impact of services provided. Three methods of monitoring and supporting clients follow:[3]

- Establishing and maintaining close contact with program instructors
- Acting in a referral capacity to help students obtain legal, medical, dental, welfare, social, or psychological assistance
- Scheduling and conducting visits to on-the-job work sites

In one vocational program, the director hired two part-time staff members to work as student advocates. These advocates had personal and telephone contact with each student and met with the instructors at least once a week to discuss progress and problems. The purpose of these contacts was to establish a relationship between advocates and students so that students would

---

[2] King-Fitch, *Bridges to Employment, Book Three: Practices for Providing Follow-through Services to Employment and Training Clients*

[3] Worthy Winkfield, Stork-Whitson, and Ripple, *Bridges to Employment, Book One: Recruitment and Counseling Practices*

feel comfortable discussing their concerns, successes, and problems and so they would seek the advocates' help in resolving their problems. Advocates worked with students to help them overcome barriers to program involvement. They helped students deal with problems that ranged from locating a quiet place to study to finding transportation to and from classes or finding a babysitter. The weekly telephone calls were especially beneficial as they enabled the advocates to talk with the parents of the students and to gain their insight and cooperation.

One counselor in a work experience program was able to monitor students' progress on the job by having them maintain a weekly log of activities, perceptions, and reactions to events that happened to them at the job site. The counselor collected the logs every Friday, reviewed them over the weekend, and addressed any problems requiring immediate attention at the work site on Monday. Other problems were addressed in the next class session or handled individually by the counselor and student.

The issue of determining the long-range impact of services provided was addressed in *Follow-Up and Follow-Through in Employment Training Programs*. Excerpts from this publication follow:

On using **self-assessment techniques**--

> Where competency-based curricula are the mode of service delivery, evaluation checklists and appraisal forms are used frequently. Some of these can be used as continuing self-check aids later on. For example, checklists from a work maturity skills program are most applicable as a systematized method of reinforcing appropriate work behavior. Thus a retention attitude is built on the foundation of employment and growth toward career goals.

On using **employer contact** as an indirect means of participant reinforcement--

> Employers have indicated that they have a major problem in retaining disadvantaged workers. They need to know more about the supports needed to maintain new, and especially disadvantaged, employees in jobs. All programs involving employer contact should be explicit about how employers can assist in promoting job retention for their own as well as the employee's benefit.
>
> Employer feedback on job performance and potential problems can be obtained during follow-up contacts. Also, information about expectations can be gleaned for use in counseling situations. Another advantageous technique is to facilitate the establishment of a regular review between employer and employee of the employee's extended and detailed employability development plan. This technique removes the agency from the triangle once the relationship is established and fosters a "let's work on this together" attitude that can be quite fruitful. (p. 61)

Program Planning

Competency 4 — **Outline a program plan for delivering guidance and training in employability.**

A comprehensive, well-planned program contains--

- goals and objectives that are based on client needs and
- activities that are designed to help clients achieve the desired program outcomes.

Program goals should be stated in broad, general terms. They should answer the questions:

- What should clients be able to do as a result of their involvement in the program?
- What will you do to help clients achieve the desired outcomes?

Program objectives are the **specific** outcomes you want to effect through the program you offer. They specify the behaviors clients need to demonstrate in order to achieve the program goals. Objectives should state the following:

- **Target group** or person involved

  This population includes the people or percentage of people who are to do something as a result of your program.

- **Expected behavior** or outcome

  The objective should include a statement of what the target group is supposed to do as a result of the program.

- **Conditions** under which performance is to occur

  Conditions include procedures, materials, and strategies you will use to assist clients to learn and perform the expected behaviors.

- **Criteria** (or measure) for judging successful performance

The **implementation strategies** you will use to achieve the goals and objectives become the basis for establishing a comprehensive program plan. Such strategies include the following:

- Resources, both human and material
- Services to which you will refer clients
- Counseling techniques
- Assessment procedures
- Staffing
- Staff roles and responsibilities
- Time lines
- Other programs you will coordinate with this one
- Evaluation techniques

Planning for Follow-up

Competency 5 — **Develop a strategy for conducting follow-up activities.**

Purpose

Follow-up is conducted as part of a comprehensive evaluation system whose goal is to assess the outcomes of a program. The exact purposes for conducting follow-up can vary from agency to agency, but usually focus on the following categories:[4]

- Reportorial (accountability)
- Planning
- Program evaluation and improvement
- Labor market information
- Follow-through

Reportorial (accountability) follow-up provides evidence that current services rendered to participants are yielding results in relation to the established objectives and the money expended (i.e., effectiveness, efficiency, and relevancy). It allows agencies--

- to comply with Department of Labor legislative specifications for reporting;
- to provide support for the program in response to pressures to divert the resources elsewhere and to compete for resource allocations;
- to advocate that additional funding would be justified or that existing funding should be allocated in different ways;

[4]Materials in this section of the module were developed by the Technical Assistance for Occupational Skills Training Project, sponsored by the Office of Youth Programs, U.S. Department of Labor, 1981.

- to provide evidence that the program meets community, state, and federal needs; and

- (for programs with program-operator incentives for quality placements and job retention) to verify placements and evaluate their quality.

Planning follow-up contributes to administrators' ability to plan meaningfully on the basis of information. It allows agencies--

- to contribute to decisions about expanding, deleting, or revising existing programs;

- to find out how cost-effective program operations are in terms of participant time, instructional time, materials and equipment, and use of facilities;

- to determine the number and kinds of employment of former participants and their geographic and occupational mobility; and

- to provide both internal and external justification for decisions.

Program evaluation and improvement follow-up identifies strengths and weaknesses in the program and solicits suggestions for improvement. It allows agencies--

- to evaluate the overall effectiveness of services by measuring participants' ability to perform satisfactorily on the job;

- to obtain feedback about the program from participants after they have been in the work world;

- to record participants' observations about strengths and weaknesses of specific components of agency services from their vantage point in the work world;

- to determine program relevance (Are the knowledge and skills learned in the program actually used on the job, important on the job, and consistent with job practices?);

- to identify needed improvements in training;

- to obtain employer input for use in setting program priorities and giving direction for improvement;

- to compare program standards with occupational standards; and

- to provide direction and emphasis for guidance and counseling.

Labor market information follow-up supplements other sources of labor market information to be used in planning and program improvement. It allows agencies--

- to obtain employer input for use in giving participants a better understanding of the work world in general and job requirements in particular;

- to improve relations between the agency and private sector, business, industry, and labor and to inform and involve business, industry and labor;

- to maintain and supplement information files on employers regarding level and types of employment; hiring, support, and retention practices; and overall needs and expectations;

- to learn how new technology is affecting the job market so as to adapt realistically;

- to identify occupational trends;

- to determine opportunities for job advancement; and

- to provide data to be used in calculating the supply of trained workers by job category.

Each agency must clearly identify the purposes that are consistent with the scope of its program. Establishing goals and objectives for follow-up is one way to avoid confusion. These goals and objectives give meaning to the follow-up procedure because they state why people are carrying it out and what they intend to do with the results. All tasks within the process follow logically on the identification of the goals and objectives.

The follow-up strategy should include, for the goals and objectives, the methods chosen to attain the objectives, delineation of the group to be studied, a schedule, responsibilities assigned, resources to be applied, and plans for reporting and using the information. It should consider the following:

- The advantages and disadvantages of various follow-up methods in light of the objectives; the cost, time, and personnel involved; the response rate; and creditability of the data (See information related to follow-up methods detailed below and on the following page.)

- The population or portion of the population to be studied

- If information is desired from employers as well as from former participants

- The time period after participants leave the program when they will be contacted

- The cost of available resources, such as trained personnel, funding, physical facilities, and equipment

- The responsibilities and time lines that will correspond with the chosen strategies and with the plans for reporting and using the information

- An awareness that the ultimate usefulness of the follow-up effort depends on the validity and creditability of the strategies employed, as well as the care with which they are implemented

Follow-up Methods

The following is a description of two follow-up methods and the advantages and disadvantages of each.

Interviewing is collecting data by talking with people, either in person or by telephone.

Advantages

- Questions requiring in-depth answers can be asked.

- Probing questions can be asked to clarify answers; this ensures that respondents understand the questions.

- Questions on complex and sensitive topics can be asked.

- The initiative for completing the contact remains with the follow-up staff; this ensures a higher response rate than with other methods.

- Unforeseen circumstances can be dealt with.

- Reading and writing are not required of respondents.

- Public relations can be enhanced effectively because of the personal nature of the interview.

- The environment can be structured somewhat.

Disadvantages

- For personal interviews, the cost of transportation is significant, especially if participants are widely scattered and not easily accessible.

- Personnel time costs are high; the process is time-consuming.

- Trained interviewers are necessary. Interviewer bias may be introduced.

Note: The first and second disadvantages can be reduced through the compromise of a telephone interview.

A **mail questionnaire** involves sending a list of questions to people and asking them to self-report and return the questionnaire by mail.

Advantages

- The cost is relatively low, since responses are obtained without the presence of an interviewer.

- Large numbers of respondents can be reached quickly.

- Respondents can answer at their own pace.

- Geographically dispersed respondents can be reached easily.

- All respondents receive exactly the same questions, posed in the same way.

- Portions of the response may be made anonymous if desired.

Disadvantages

- The rate of return may be quite low. Estimates of the rate of return vary, but seem to average about 40 to 50 percent. Reminder postcards or telephone calls increase the rate of return.
- The method is relatively impersonal.
- Checking of reliability and validity of responses is limited. There is no opportunity to probe answers.
- The types and length of questions that can be asked are limited because of chances for misinterpretation of the question or response.
- The method requires reading and writing.
- Uncertainty is introduced as to who completed the form.
- Because the questionnaire may be read entirely before response, questions asked later on the form may influence the answers to earlier questions.

Note that some combination of methods is also a possibility. Further discussion is provided in D.A. Dillman (1978), *Mail and Telephone Surveys*.

Implementation

The procedures for implementing the follow-up strategy should be structured so as to gain the maximum effectiveness.[5] For example, if **personal interviews** are to be conducted, consider what procedure would allow for the following:

- Making contact with the employer or participant (telephone for an appointment, send a letter, and follow with a phone call)
- Selecting a desirable location for the interview
- Grouping contacts in order to minimize time and transportation costs
- Maximizing uniformity
- Eliminating interviewer bias

If **telephone interviews** are selected, consider what procedure will allow for the following:

- Timing calls to make the greatest number of contacts in the least time
- Arranging a time when it is convenient for the respondent to answer questions freely
- Encouraging acceptance of the call by the respondent

If **questionnaires** are to be mailed, consider whether procedures can be included for these purposes:

- Prepaying postage for the response
- Reducing the impersonality by a cover letter or other means
- Assuring that the questionnaires will be noticed

For any method of follow-up, consider what procedure would be best for doing the following:

- Pursuing no-contacts or nonrespondents
- Simplifying the rest of the process, such as coding responses into categories
- Coordinating the follow-up office process

During implementation, taking precautions in the following areas will help to make the follow-up program run smoothly.

- **Human rights.** Be cognizant of the various rules and regulations protecting individuals' rights, since these set legal boundaries for the work.

[5] Material for these lists has been adapted from Franchak and Smiley, *Evaluating Employer Satisfaction*, and Ponce et al., *Evaluating Student Satisfaction*.

- **Informing participants.** Employ some predetermined procedure to inform participants of the follow-up contacts they can expect and to encourage their participation. Participants should be told the purposes of the follow-up program and the potential benefits for themselves and others. It should be emphasized that their response is important.

  Some advance familiarity with the type of questionnaire they will receive or the kind of interview questions they will be asked is helpful. These measures can help to allay possible fears and mistrust later on and to build a positive follow-up relationship from the start.

- **Staff selection.** Select and train staff who will implement the procedures. Account for the responsibilities throughout the entire process: development of aids for data collection, data collection itself, data analysis, and communication of the resulting information.

- **Staff training.** Develop a detailed analysis of the tasks to be performed to use as a guide in training staff. Staff training can be made available through consultants, inservice workshops, or other less informal means. In all cases, the training should be as task-specific as possible, and trainees should be given a thorough grounding in the objectives underlying the follow-up. For example, staff who will be interviewing former participants should have an orientation to their background and previous experiences. The need for empathy should be stressed.

- **Mechanics.** Determine how the mechanics of the procedures will be handled (for instance, how to obtain, file, and access names, addresses, and phone numbers of those to be surveyed and how to duplicate instuments).

- **Schedule.** Integrate these procedures with the time lines already established to detail a schedule for the follow-up activities.

Development of Instruments

When developing aids for data collection, the following guidelines are helpful.

Review of options. Compare the options for designing or adapting data collection instruments on the basis of objectives, data collection methods, time, and cost. Instruments are necessary whether mail or interview methods are to be used, so as to standardize the data collection and assume that objectives are met. It is often helpful to see what others in a similar situation have done. Review other instruments used in the field; initiate and maintain contacts with other similar agencies for the purpose of sharing information.

Adherence to objectives. In developing or adopting instruments for data collection, adhere closely to the objectives identified so that each question serves at least one of the purposes. Also adhere to accepted practices of instrument development. (All employment and training agencies need to include questions about placement and questions of a demographic nature. In addition consider the areas of supportive services, program feedback, and others that correspond to identified objectives.)

Optimum length. Determine the optimum length of the questionnaire by balancing considerations of information needs against ease of administration and response. As a general rule, a questionnaire to be used in an interview can be longer than a mailed questionnaire without the respondent finding it difficult.

Question structure. Select the type of question structure best suited for the kind of information being elicited. The basic types of question structure can be classified as open-ended, closed-ended (check-off or short answer), or partially closed-ended (allowing for an "other" response).

Wording. Word questions to maximize clarity and to be specific, concise, and objective. Care in word choice can avoid a number of problems.

Arrangement. Arrange items on the instruments for ease of response. For example, group questions with similar types of responses together (i.e., open-ended, closed-ended). Start with a series of questions likely to establish rapport with the respondent, and sequence the remaining questions logically.

Appearance. Pay attention to format and appearance in designing instruments. For example, quality paper (preferably colored or with colored ink) should be used if possible, and the typing

and design should be attractive. Sufficient space to answer each question should be provided.

Usability of results. As you design or adapt instruments, remember the needs of people who will finally use the results of the follow-up and include content that will be helpful and important to them. Inclusion of anecdotes or quotations from respondents may help in interpretation. If suggestions are sought, ask for the underlying reasons as well. When asking for assessments about the program, distinguish between the overall program and specific components of it.

"Satisfaction" items. When requesting judgments or opinions about "satisfaction" with training or a job, be aware that responses will be influenced by the person's values, needs, expectations, and objectives. This type of data, imprecise as it is, should not be used as a means of measuring program effectiveness or quality, but should be used to point the way for follow-through or public relations purposes. (For further discussion of this guideline, see Ponce et al., *Evaluating Student Satisfaction*.)

Specificity. When constructing questions, look ahead to how the possible responses may be used. For a questionnaire administered by interview, indicate when a response should be clarified or probed. Decide which of the possible responses should be put into the categories identified. Sometimes this foresight will lead to restructuring of questions in order to avoid problems later. Specificity can avoid confusion that might reduce the accuracy of the data.

Public relations. If employers are to be contacted, use the opportunity to make public relations strides on behalf of the program and to elicit as much labor market information as possible. However, do not ask for information that can be obtained another way. Here are some topics and questions to be considered:

- Information about the respondent: title, business address
- Information about the business: type and function, location
- Information about employees: number, percentage by sex, age, minorities, etc.
- Expectations of employees: training, educational and other requirements, weaknesses and strengths encountered
- Perceptions about the program, performance of former participants on the job, preparedness in specific areas, recommendations for improvement
- Potential cooperation: placements, on-the-job training, advisory committees

Input. Obtain input on the instruments from the planning committee and other staff who will be using the results.

Storage. Prepare a master file of names, addresses, and phone numbers for contact. If computerized data storage is available, enter this information.

Pilot Test

Pilot test the follow-up instruments (and procedures) with a sample of respondents. This step may pinpoint problems that can be corrected early and increase the probability of gathering meaningful and useful information. Check for the following items:

- Clarity: how well questions are understood
- Wording: presence of a bias
- Form, layout, and length: ease of response
- Usefulness of responses
- Predictability of contact with those to be questioned
- Percentages of returns
- Cost

Data Collection

When collecting data, establish a detailed schedule for the follow-up contacts and associated agency procedures. A sample schedule for a mail questionnaire is given on the next page. If sending mail questionnaires, prepare the cover letter of explanation, unless this is incorporated in the questionnaire itself. Include a deadline or desired return date, and an assurance that the response will be confidential. Conduct interview data collection according to established techniques for obtaining the information effectively. Also, implement contingency plans for no-contacts or non-

respondents. (Considerable bias of the data can occur if these are not pursued and included.)

Data Analysis

When analyzing data, determine whether to use an automated, manual, or combination method of analysis. The rule of thumb is that manual data tabulation is cost-effective for up to 100 average questionnaires. Above 100, the computer becomes more efficient. Also, define the statistical techniques necessary to analyze the data. The object is to summarize the data for easy understanding and communication. Descriptive statistical tools are of great use in summarizing the data systematically. Then, post the responses as they are received, either on the computer or on tally sheets.

Reporting

Prepare several versions of the follow-up report according to the information and the level of detail needed (and understood) by the users. Franchak and Spirer (1978) list four types of follow-up reports commonly needed:

- Highlight report
- Executive summary
- Detailed report
- Federal report

The highlight report may be of use externally as a public relations tool, as well as internally. Use information display methods to display data in a clear, efficient, and interesting manner.

Provide sufficient time for users to read the report. In a study of reports desired by educational decision makers, Brickell, Aslanian, and Ransom (1974) say that management personnel were more likely to request short reports (one page, three minutes reading time), while program and project specialists were more likely to ask for medium (ten pages, fifteen minutes reading time) to long (one hundred pages, sixty minutes) reports.

Provide opportunities for discussion of the report's findings and ask for feedback on the usefulness of the information provided and make adjustments to improve the follow-up process.

Summary

An effective follow-up process begins with careful identification of the purpose of the follow-up activities for the agency. A strategy is then designed to correspond with the purposes identified, and procedures are identified to carry out the strategy. Since a follow-up process involves gaining information from data, the next tasks are to develop aids for data collection, collect the data, and analyze the data. Finally, the resulting information is communicated for use according to the identified purposes. The follow-up system must be evaluated with respect to its effectiveness in achieving the purposes.

Sample 1

Schedule for a Mail Questionnaire

1. First week—first mailing (alert cards or letters)
2. End of first week—second mailing (cover letters and questionnaires)
3. First response analysis
   a. Begin running count of returned and completed questionnaires.
   b. Attempt to find correct addresses for instruments returned because of incorrect address.
   c. Compile address list for third mailing of nonrespondents and corrected addresses.
4. End of third week—third mailing
   a. Send reminder cards for nonrespondents
   b. Send questionnaires to corrected addresses—instruments returned with "address unknown"
   c. Prepare list for fourth mailing
5. End of fourth week—fourth mailing
   a. Send reminder letter and second copy of questionnaire to nonrespondents
   b. Continue response analysis
6. End of fifth week—fifth and final mailing
   a. Send reminder card with cutoff date to nonrespondents
   b. Prepare telephone survey list of nonrespondents
7. Conduct telephone survey of nonrespondents

SOURCE: Adapted from Franchak and Spirer, *Evaluation Handbook Volume I*, p. 28

Learning Experience 1

Skills Important to Job Acquisition and Retention

OVERVIEW

COMPETENCY	Identify employability competencies that clients should acquire to compete successfully in the labor market.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Identify competencies clients need in order to acquire and retain jobs.
INDIVIDUAL ACTIVITY	List the employability skills you feel are most important for clients to develop and write competency statements that reflect these skills.
INDIVIDUAL FEEDBACK	Ask employers to review and critique your list of employability skills and the related competency statements.
GROUP LEARNING OBJECTIVE	Develop a comprehensive list of competencies clients need in order to acquire and retain jobs.
GROUP ACTIVITY	Debate the value of each employability skill and develop a final, comprehensive listing of employability competencies clients should acquire.

INDIVIDUAL ACTIVITY

List the employability skills you feel are most important for clients to develop and write competency statements that reflect these skills.

Review the reading for Competency 1 on page 7. This reading will introduce you to a variety of employability skills sought by employers.

Make a list of specific employability skills you believe necessary to people who seek employment. Group like skills together. For example, group together all skills that relate to maintaining good interpersonal relationships. Then, write a statement to head each grouping that reflects the general competency. Begin each competency statement with an action verb, such as perform, maintain, identify, follow, practice, and so forth. (Review the competency and task statements on pages 7-8 for examples of wording.)

Once you have identified all the employability competencies and related skills you believe essential to people who seek employment, review the list to make sure you have included skills that will help people negotiate for, adjust to, and--if necessary--change jobs during their careers.

INDIVIDUAL FEEDBACK

Ask employers to review and critique your list of employability skills and the related competency statements.

Identify three employers in your community that you can approach for advice. Select representatives from personnel, management, and supervision.

Contact these employers and establish a meeting date, time, and place. During the meeting, ask these contacts to review your list of employability skills and to identify the skills they feel are most critical to those they hire, supervise, and work alongside.

Discuss each item on your list to learn employers' interpretations of the nature of each skill and to determine the accuracy and comprehensiveness of the competency statements. Revise your list of employability skills and competency statements based on employers' input.

GROUP ACTIVITY

Debate the value of each employability skill and develop a final, comprehensive listing of employability competencies clients should acquire.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce the Activity	
1. Indicate to participants that they will be working in groups of four to five to develop a comprehensive listing of employability competencies clients should acquire.	
2. Have participants review the reading for Competency 1 on page 7 if they have not already done so, or summarize the information in lecture format.	
B. Exchange Ideas	
1. Have participants exchange and read each other's lists of competency statements and related skills. (Or distribute the list that you assembled.)	

Facilitator's Outline	Notes
2. Have participants discuss and brainstorm specific skills necessary to be "employable" and to note any skills that may be missing from their lists.	Allow 15 minutes for this.
3. Have participants brainstorm competency statements that reflect the skills they have mentioned. Have one member take notes.	Allow 15 minutes for this.
4. Ask the group to reach a consensus on the actual competencies to be listed on the final version of competencies necessary for employability.	
C. Compare Lists	
1. Reassemble the total group.	
2. Have groups exchange the lists they have developed and critique each other's lists for additional insights.	

Learning Experience 2

Resources on Employability

OVERVIEW

COMPETENCY	Identify resources to draw upon in assisting clients to develop employability skills and describe methods of using those resources.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	Identify and describe resources you would use to help clients develop employability skills.
INDIVIDUAL ACTIVITY	Review a number of resources and list those you would use to provide guidance and training on employability.
INDIVIDUAL FEEDBACK	Review each resource you listed and evaluate it according to the checklist.
GROUP LEARNING OBJECTIVE	Identify locally available resources on employability that are within your cost limits.
GROUP ACTIVITY	Develop a list of resources you could use to help clients develop employability skills.

INDIVIDUAL ACTIVITY

Review a number of resources and list those you would use to provide guidance and training on employability.

Review the reading for Competency 2 on page 8. Also read the abstracts in the annotated bibliography in appendix A. These readings will give you a basis for beginning this activity.

Next, list every possible resource you believe will help you guide clients into developing employability skills. The Resource Evaluation Form provided in the Individual Feedback section will assist you in evaluating the purpose and appropriateness of each resource.

INDIVIDUAL FEEDBACK

Review each resource you listed and evaluate it according to the checklist.

Use the following form as a checklist in evaluating each resource.

Resource Evaluation Form

Type of Resource _____

Name of Resource _____

Location of Resource:

Where to contact _____

Where to attend _____

Where to obtain _____

Cost:

Purchasing cost _____

Personnel cost _____

Facilities and equipment cost _____

Reproduction cost _____

Registration cost _____

Travel cost _____

Primary Use of Resource:

Resource Users:

Guidance personnel _____

Clients _____

Time Required to Use Resource:

Actual guidance and training time _____

Independent study time _____

Advantage of this Resource:

Disadvantage of this Resource:

Decision:

I will ____ will not ____ use this resource because . . .

GROUP ACTIVITY

Develop a list of resources you could use to help clients develop employability skills.

Note: This outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce the Activity 1. Inform participants that they will be working in groups of three to five people to develop a list of resources they could use to deliver employability skill guidance and training. 2. Have participants review the reading for Competency 2 on page 8 and the annotated bibliography in appendix A if they have not already done so. B. Brainstorm 1. Provide the handout, "Available Resources," for participants to use in structuring this activity. 2. Have small groups brainstorm the names of individuals, activities, and materials that could help them deliver employability skill guidance and training. C. Summarize 1. Ask each group to summarize the information gathered through discussion. 2. Have participants use suggestions given by each group and develop a final comprehensive list of resources available to them.	

NOTES

Available Resources

The following resources are locally available and within a $35 cost limit.

INDIVIDUALS:

Name	Title	Address	Contribution

ACTIVITIES:

Title	Cost	Location	Date/Description of Services

MATERIALS:

Title	Cost	Place Available	Description

NOTES

Learning Experience 3

Assisting Clients to Employment

OVERVIEW

COMPETENCY	Identify and describe a strategy for helping clients to acquire and maintain employability skills.
READING	Read Competency 3 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Develop a process for assisting clients in employability skill development.
INDIVIDUAL ACTIVITY	Outline techniques for delivering employability skill assistance.
INDIVIDUAL FEEDBACK	Have a colleague review your outline.
GROUP LEARNING OBJECTIVE	Demonstrate techniques you could use with clients who need employability skill training.
GROUP ACTIVITY	Role play techniques designed to facilitate client movement from intake to job acquisition and retention.

INDIVIDUAL ACTIVITY

Outline techniques for delivering employability skill assistance.

Review the reading for Competency 3 on page 9. Also, read the information on individual and group counseling in appendix B. These readings describe a process for assisting clients in employability skill development.

Next, list on a separate sheet of paper the five stages of assistance identified in the reading. Under each of these stages, list three techniques you would follow at that stage. For example, list three techniques you would follow to "1. Establish client/counselor relationship."

INDIVIDUAL FEEDBACK

Have a colleague review your outline.

After you have completed your outline by listing techniques for assisting clients, ask a colleague to review your list and discuss possible additions to it. Also, you may wish to discuss circumstances in which you might use individual counseling and circumstances in which you might select group counseling as a technique.

GROUP ACTIVITY

Role play techniques designed to facilitate client movement from intake to job acquisition and retention.

Note: This outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce the Activity	
1. Inform participants that they will review techniques they might use to help clients become employable and then practice some of these techniques in a role-playing situation.	
2. Have participants review the reading for Competency 3 on page 9 and the material in appendix B.	
B. Role Play	
1. Form small groups, each containing three persons.	
2. Assign the roles of client, counselor, and observer to individuals. Explain that group members will rotate these roles.	
3. Distribute an appropriate card to each member of the small groups to use in Role-playing Situation 1:	Reproduce the information noted on the handout, "Role-playing Situations," and cut the sheet into cards.

Facilitator's Outline	Notes
• Client card • Counselor card • Observer card	
4. Have participants conduct the role-playing activity and present observations.	Allow 10 to 15 minutes for each role-playing situation.
5. Have group members change roles and conduct Role-playing Situation 2 in a similar manner.	
6. Have group members change roles and conduct Role-playing Situation 3 in a similar manner.	
C. Summarize the Activity	
1. Reassemble the group and ask for reactions to the activity.	
2. Summarize by pointing out that the techniques a counselor uses must be appropriate for the client being served.	

Role-playing Situation

Role-playing Situation 1

Client — You are a 19-year-old who is currently unemployed. You think you were fired from your last job because you didn't get along with your supervisor.

Counselor — Try to make the client feel at ease with you and express his or her feelings about the past situation. Help the client identify his or her needs.

Observer — Determine whether the counselor was able to elicit the proper information from the client. Was the client truthful about his or her feelings? If not, why? Was the counselor tactful in helping the client identify his needs? Did both client and counselor agree on the problem to address?

Role-playing Situation 2

Client — You are a 35-year-old homemaker who has not worked outside the home for 15 years. You have maintained some secretarial skills but don't know how to conduct a job search.

Counselor — Inform the client of the job search training programs that are available. Give her all the facts she needs to make a decision about program enrollment. (Make up the facts if you do not have access to such information at this time.)

Observer — Determine the comprehensiveness of the information given by the counselor. Did the counselor inform the client of program content, cost, admission requirements, total time required, location of the program, and times the program is offered?

Role-playing Situation 3

Client — You are a 29-year-old male who desires a job as a typist. You need some skills in contacting potential employers by telephone to set up an interview. You have done some calling but have not been successful in getting an interview.

Counselor — You offer a Job Search Skills training program in your agency. Explain how you use role playing in a group setting to help clients develop this skill.

Observer — Determine if the rationale for this technique is valid. Did you think the counselor explained it well? Did the client appear convinced that this technique could help him obtain an interview?

NOTES

Learning Experience 4

Program Planning

OVERVIEW

COMPETENCY	Outline a program plan for delivering guidance and training in employability—including goals, objectives, staffing, staff roles and responsibilities, time lines, and methods of evaluation.
READING	Read Competency 4 on page 12.
INDIVIDUAL LEARNING OBJECTIVE	Outline a plan for delivering guidance and training in employability.
INDIVIDUAL ACTIVITY	Complete the Program Planning Outline.
INDIVIDUAL FEEDBACK	Ask a colleague to review your plan.
GROUP LEARNING OBJECTIVE	Assess the quality of a plan for providing guidance and training in employability.
GROUP ACTIVITY	Identify key components of a program plan and compare them with your own program plan outline.

INDIVIDUAL ACTIVITY

Complete the Program Planning Outline.

Prior to beginning this activity, review the reading for Competency 4 on page 12.

Identify your program goals and objectives and the strategies you will use to implement the program by completing the following Program Planning Outline.

Program Planning Outline

Program Goals

1. Write several statements that describe in general terms the goals of a program to provide clients with guidance and training in employability.

2. Identify other audiences that should have input in setting program goals, get their lists of goals, and record them below.

3. Establish the priority order of the goals identified by you and others to determine what you can deliver within time, budget, and staffing constraints.

Program Objectives

List the specific objectives of your program. Use as a guide the list of competency statements you compiled in Learning Experience 1. Develop objectives from the statements on the list.

Implementation Strategies

Complete the following statements to identify the ways you would implement the program.

1. The resources I will use to help clients develop employability skills are--

   People:

   Activities:

   Materials/Programs:

2. The ways I will use each resource are--

   People:

   Activities:

   Materials/Programs:

3. The training programs I will use or to which I will refer clients are--

4. The services to which I can link clients are--

5. I will use group counseling techniques in these instances: (Specify the technique you will use.)

6. I will use individual counseling in these instances: (Specify the technique you will use.)

7. I will conduct ongoing assessment by--

8. I will need the following staff to implement the program:

9. Each staff member's role will be--

10. I will follow these time lines in delivering each part of the program:

11. I will coordinate this program with other programs provided to clients in this way:

12. I will evaluate client performance in these ways:

INDIVIDUAL FEEDBACK

Ask a colleague to review your plan.

Now that you have outlined your program plan, ask a colleague to review these parts of your plan and give you feedback:

- Program goals
- Program objectives
- Implementation strategies
  - Resources
  - Services
  - Counseling techniques
  - Assessment procedures
  - Staffing
  - Staff roles and responsibilities
  - Time lines
  - Coordination with other programs
  - Evaluation techniques

GROUP ACTIVITY

Identify key components of a program plan and compare them with your own program plan outline.

Note: This outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce the Activity	
1. Inform participants that they will be working in groups of three to five people.	

Facilitator's Outline	Notes
2. Have participants review the reading for Competency 4 on page 12 if they have not already done so.	
B. Exchange Ideas	
1. Have participants discuss the key components of a program plan.	Allow 15 minutes for this.
2. Present a blank copy of the Program Planning Outline to each group. Ask participants to add or delete items on this outline.	
3. Have participants design questions to be used as a means of assessing the quality of program components. For example, "Did the performance objective state the target group, expected behavior, conditions, and criteria for performance?"	Provide each small group with large sheets of paper and marking pens.
C. Feedback	
1. Have each group read group members' outlines.	
2. Ask group members to critique each others' plans.	

Learning Experience 5

Planning for Follow-up

OVERVIEW

COMPETENCY	Develop a strategy for conducting follow-up activities.
READING	Read Competency 5 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Develop a plan for follow-up that includes purposes, related strategy, and procedures for conducting follow-up.
INDIVIDUAL ACTIVITY	Outline a follow-up plan.
INDIVIDUAL FEEDBACK	Compare your plan with the checklist provided.
GROUP LEARNING OBJECTIVE	Evaluate and revise plans for follow-up.
GROUP ACTIVITY	Analyze the plans outlined in the individual learning activity.

INDIVIDUAL ACTIVITY

Outline a follow-up plan.

Review the reading for Competency 5 on page 13. Note the kinds of information you must include in your plan. Then identify the strategy and procedures you would employ to achieve the following goal and objective:

Goal: To provide for clients' effective guidance and training in employability skill development.

Objective: To determine the effectiveness of an employability skills training program.

INDIVIDUAL FEEDBACK

Compare your plan with the checklist provided.

Read the outline below. Compare your plan with the information provided.

Program Planning Outline

Purpose: Did you state your purpose for conducting follow-up activities?

Strategy:

Method: Did you identify the method you will use (e.g., questionnaire, interview)?

Population: Did you identify the target group and the percentage of that group you will study?

Contact Time: Did you identify the amount of time to allow between client program completion and initial client contact?

Cost: Did you identify personnel, funding, facilities, and equipment you will need?

Responsibilities: Did you outline who does what?

Time Lines: Did you outline when each step is to occur?

Collection Instrument: Did you adapt or develop a data collection instrument that addresses . . .

- clarity; how well questions are understood
- wording; presence of a bias
- form, layout, and length; ease of response
- usefulness of responses
- predictability of contact with those to be questioned
- percentages of returns
- cost

Data Collection: Did you establish a detailed schedule for collecting data and outline effective data collection techniques?

Analysis: Did you select a cost-effective method of analyzing data and follow statistical techniques to conduct the analysis?

GROUP ACTIVITY

Analyze the plans outlined in the Individual Learning Activity.

Note: This outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduce the Activity 1. Explain that this activity is designed to give participants practice in evaluating and revising follow-up plans. 2. Also explain that this activity builds on the work accomplished in the Individual Activity. The plans developed in that activity will be evaluated and revised by small groups in this activity. B. Analyze Outlines 1. Ask participants to break into groups of three members each. 2. Have the small groups evaluate the three plans the group members have developed. Ask the group to identify the good and bad points of each plan. C. Summarize the Activity 1. Ask the group to design a new plan. 2. Encourage them to use good points from their three plans in designing a final plan.	

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Identifying employability competencies clients need to acquire and retain jobs.	0	1	2	3	4	0	1	2	3	4
2. Identifying and describing resources you would use to help clients develop employability skills.	0	1	2	3	4	0	1	2	3	4
3. Outlining techniques for delivering employability skill assistance.	0	1	2	3	4	0	1	2	3	4
4. Outlining a plan for delivering guidance and training in employability.	0	1	2	3	4	0	1	2	3	4
5. Developing a plan for follow-up that includes purposes, related strategy, and procedures for conducting follow-up.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Providing Employability Skill Development	0	1	2	3	4	0	1	2	3	4

Comments:

_____

_____

_____

_____

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____. Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Provide Employability Skill Development*

Module Number: CG C-8

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Debate the value of each employability skill and develop a final, comprehensive list of employability competencies clients should acquire.	1. Did the group reach consensus on what to list in the final version of the competencies necessary for employability?
Group Activity Number 2: Develop a list of resources participants could use to deliver employability skill guidance and training.	1. Did the group members develop a final comprehensive list of resources available to them?
Group Activity Number 3: Role play techniques designed to facilitate client movement from intake to job acquisition and retention.	1. Did the group members rotate roles of client, counselor, and observer, and did they role play the three situations? 2. Did the group reassemble and discuss reactions to the activity?
Group Activity Number 4: Identify key components of a program plan and compare them with your own program plan outline.	1. Did the group discuss the key components of a program plan? 2. Did the group assess the quality of program components? 3. Did the group members read and critique each others' plans?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 5:	
Evaluate and revise follow-up plans.	1. Did the group evaluate and revise the follow-up plans produced in the Individual Activity? 2. Did the group design a new plan incorporating good points from the members' previous plans?

REFERENCES

Campbell, R.E., and Haccoun, R.R. *Training Methods and Intervention Strategies Relevant for Work Entry Problems of Youth*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1972.

Campbell, Robert E.; Rodebaugh, Helen D.; and Shaltry, Paul E. *Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978.

Franchak, Stephen J., and Smiley, Larry L. *Evaluating Employer Satisfaction: Measurement of Satisfaction with Training and Job Performance of Former Vocational Education Students*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

Franchak, Stephen J., and Spirer, Janet E. *Evaluation Handbook Volume I: Guidelines and Practices for Follow-up Studies of Former Vocational Students*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978.

Garner, Geraldine O., and Shutte, Philip J. *Capacity Building for Employment and Training: Career Guidance, Counseling, and Information Services, A Self-Assessment and Technical Assistance Manual*. Washington, DC: National Vocational Guidance Association, 1981.

King-Fitch, Catherine C. *Bridges to Employment, Book Three: Practices for Providing Follow-through Services to Employment and Training Clients*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982. (R&D Series No. 224)

Ponce, Eliseo R.; Franchak, Stephen J.; Billings, Robert S.; and O'Reilly, Patrick A. *Evaluating Student Satisfaction: Measurement of Training and Job Satisfaction of Former Vocational Students*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

Winkfield, Patricia Worthy; Stork-Whitson, Karin; and Ripple, Gary. *Bridges to Employment, Book One: Recruitment and Counseling Practices for Disadvantaged, Unemployed, Out-of-school Youth in Vocational Programs*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980. (R&D Series No. 185)

ADDITIONAL RESOURCES

Maley, D. "Teacher Education and the Future: With Reference to Industrial Arts Teacher Preparation." *Futures Bulletin*, 1978, 3(2), 1-3.

Maley emphasies the importance of adaptive behaviors in work and life and identifies six skills "associated with a future characterized by (change)":

- The ability to cope with new and different situations
- The ability to anticipate and adjust to change
- The ability to do critical thinking
- The ability to inquire and make effective analyses of information
- The ability to solve problems
- The ability to learn how to learn

Miguel, R.J. *Developing Skills for Occupational Transferability: Insights Gained from Selected Programs*. Columbus: The Ohio State University, National Center for Research in Vocational Education, 1977. (Information Series No. 125)

In his review of 14 exemplary training or guidance programs concerned with job skills, transfer problems, and other skills, Miguel identifies 5 areas of skill development that are considered vital to dealing with change in work:

1. Task performance skills common to occupations
2. Skills for applying broadly usable knowledge
3. Personal and interpersonal effectiveness skills

4. Self-analysis skills
5. Career management and productivity skills

Miguel concludes that since the skills involved in "applying broadly usable knowledge," the self-analysis skills, and the career management skills appear again and again in the exemplary programs' lists, the clusters may be particularly important to occupational adaptability. Skills for "applying broadly usable knowledge" are explained as being skills that involve a number of abilities that facilitate the adaptation of knowledge learned in one context for use in another.

Nelson, Robert E. *Perceptions Concerning Occupational Survival Skills*. Urbana-Champaign: University of Illinois, Office of Vocational Education Research, 1979.

This publication identifies 12 general occupational skills and attitudes necessary for survival in the world of work. These include problem solving, coping with conflict, interpersonal relations, effective communication, working in organizations, using creativity at work, leadership, authority and responsibility, coping with change, motivation for work, understanding self, adapting, and planning for the future.

Nelson identifies occupational survival skills as those skills concerned with the "human" aspects of working in organizations, such as human relations, problem solving, and coping ability, and states that these aspects may be even more important than the "technical" aspects of work. He groups the 12 occupational skills and attitudes into the following 3 major skill areas:

- Human relations skills--basic to all human interactions, on and off the job
- Organizational skills--designed to orient students to such concepts as an understanding of the reasons why people join organizations
- Coping skills--prepare students for future work situations where they will be required to identify, confront, and help solve problems resulting from changes in the organization as well as those brought about by forces in the environment.

O'Neil, S.L. *Occupational Survival Skills: Implications for Job Maintenance and Mobility*. Urbana-Champaign: University of Illinois, Department of Vocational and Technical Education, 1976.

Through this study, project staff conducted a survey of educators and employers to identify the non-task-specific skills deemed important to occupational survival and/or success. From an initial list of over 500 skills, 27 basic occupational survival skills were confirmed, clustering into these categories:

- Interpersonal relations and communications
- Personal characteristics
- Decision making and problem solving
- Job characteristics, health, and safety

The study revealed that the majority of the skills on the list are not specifically taught in most educational programs or are not always taught in ways that facilitate their transfer to the work setting (examples are good work attitudes and basic skills). Some specific survival skills that seem to go beyond the day-to-day tasks of doing the job were identified:

- Getting along with people with a variety of personalities
- Knowing your own abilities, strengths, and weaknesses
- Making independent decisions
- Using initiative and imagination
- Working without close supervision
- Working under tension or pressure
- Adjusting to various work situations

Rumbaugh, W.A. *Handbook for Job Search/Vocational Placement*. Sandy, OR: Sandy Union High School, 1980.

This handbook provides a useful tool for personnel engaged in placement work and related activities in career education and guidance and presents a system for helping students develop job search/placement skills. The approach embodies the use of both guidance and instructional components to promote career independence.

In this publication, the author states that the main concepts of job search provided through formal classes are as follows:

- How to get the desired job
- Analysis of what the applicant has to offer an employer
- Resume and letter construction
- Preparation for a job interview
- Application procedures
- Follow-up activities to the actual application
- Cooperative work experience (part time and full time)
- Full-time employment opportunities

Appendix A

Abstracts of Selected Materials and Practices Related to Employability Skills

The following abstracts were taken from Geraldine O. Garner and Philip J. Shutte, *Capacity Building for Employment and Training: Career Guidance, Counseling, and Information Services, A Self-Assessment and Technical Assistance Manual*, Washington, DC: National Vocational Guidance Association, 1981.

Government Publications

U.S. Workers and Their Jobs: The Changing Picture

The chartbook and accompanying text illustrate patterns of change in the American labor force, including employment, level of education, and earnings. Available from the U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1919, 1976. GPO Stock No. 029-001-01917-3.

Merchandising Your Job Talents

Suggestions are offered on appraising your qualifications and career goals, preparing a resume, finding sources of job information, taking tests, and preparing for an interview. Available from the U.S. Department of Labor, Employment and Training Administration, 1978. GPO Stock No. 029-000-00304-1.

How to Get a Job

Guidance is provided to mentally retarded job seekers on assessing their skills, finding sources of assistance in finding a job, applying for a job, and dealing with supervisors. This publication also contains a list of 100 jobs in which retarded individuals may function well. Teacher's manual is also available. Available from the President's Committee on Employment of the Handicapped.

Help Wanted--A Job Hunter's Guide

Step-by-step instructions are provided on looking for a job--including information on resume writing and interviewing--and overcoming special problems such as a criminal record or a history of drug abuse. It also lists sources of information in New York City. Available from the U.S. Department of Health and Human Services, National Institute on Drug Abuse, 1975. GPO Stock No. 014-010-00022-3.

Interviewing Guides for Specific Disabilities

Developed for the U.S. Employment Service, these guides acquaint the counselor or interviewer with the nature of specific disabilities and assist them in understanding the medical terminology associated with them. They are also useful in helping determine an applicant's employment capabilities. Guides include--

Alcoholism. 1969. GPO Stock No. 029-000-00353-0.

Arthritis and Other Rheumatic Diseases. 1979. GPO Stock No. 029-000-00355-6.

Cerebral Palsy. 1978. GPO Stock No. 029-000-00301-7.

Epilepsy. Reprinted 1976.

Title	*Bulletin No.*
Health Occupations GPO Stock No. 029-001-02236-1	2001-11
Social Scientists GPO Stock No. 029-001-02237-7	2001-12
Social Service Occupations GPO Stock No. 029-001-02238-7	2001-13
Performing Arts, Design, and Communications Occupations GPO Stock No. 029-001-02239-5	2001-14
Agriculture, Forestry, and Fishery Occupations GPO Stock No. 029-001-02240-9	2001-15

Available from the Superintendent of Documents, U.S. Government Printing Office. GPO Stock No. 029-001-02225-5.

Employment and Training Highlights

A compilation of 22 fact sheets on employment and training programs of the U.S. Department of Labor, these fact sheets describe how the various programs work, who are served, how to apply, and where to get more information. Available from the U.S. Department of Labor, Employment and Training Administration, Consumer Information Leaflets.

Commercial Publications

Performance Interviewing

A job placement program for job candidates, this publication presents a step-by-step system the job applicant can use prior to, during, and after the job interview.

Performance Interviewing is an audiovisual training package. It consists of four LaBell Commpak cartridges. Each cartridge is a separate program dealing with a different aspect of the job interview.

Part I: "Strategy of the Performance Interview"

Part II: "Preparing for the Performance Interview"

Part III: "Answers in the Performance Interview"

Part IV: "Questions in the Performance Interview"

This program can be used both for skill building and review purposes. Designed for individual or group viewing, the program can stand on its own. Job candidates view and review the cartridges at their own pace. With this program there are no inconsistencies; administrators and counselors are assured that all clients are receiving the same information. Available from Corporate Training Systems, Inc.

Nontraditional Careers for Women

More than 500 nontraditional occupations for women are discussed. They range from occupations requiring little training to those requiring extensive training. The book is a reference for counselors. Written by Sara Splaver. Available from Julian Messner.

Communication Skills for Succeeding in the World of Work

Five self-contained instructional packages, each consisting of 4 cassettes, 30 activity booklets, and a teacher's guide are provided. They can be used separately or as a unit. The five packages include:

Listening on the Job

Speaking on the Job

Getting a Job

Getting Along with People on the Job

Advancing on the Job

Generally, the wrong way to handle a situation is presented first, followed by an example of a good approach. Throughout, the method is not to tell how, but to show how to handle a given job situation. Written by Alice R. Geoffrey. Available from McKnight Publishing Company.

Don't Get Fired! 13 Ways to Hold Your Job

Thirteen kinds of behavior are portrayed that are guaranteed to get on the wrong side of an employer: lateness, surliness, lack of initiative, irresponsibility, etc. Thirteen photo-dialogues show young workers in realistic confrontations with bosses, fellow workers, or customers. Exercises help readers understand and evaluate what has happened. Photos and an easy-to-follow format make this workbook attractive to youth and adult readers. The reading level is 2.5 using the Spache Formula. Teacher's manual included free. ISBN 0-91550-24-3. Written by Durlynn Anema, 1978. Available from Janus Book Publishers.

Get Hired! 13 Ways to Get a Job

The workbook teaches young job seekers how to get a job. *Get Hired!* shows 13 ways job seekers can successfully find work. Using photo-dialogues, readers follow teens like themselves in search of a job in a tight market. Readers learn how to market their abilities and recognize opportunities for employment. They learn whom to talk to and what to say. Students are also helped to evaluate their skills, to survey their community for job opportunities, and to develop a personal plan of action. The reading level is 2.5 using the Spache Formula. Teacher's manual included free. ISBN 0-915510-35-9. Written by Durlynn Anema, 1979. Available from Janus Book Publishers.

Job Search, Seizure, Survival

A guide to employment, this text-workbook is designed to help youth and young adults increase their ability to find, obtain, and hold a job. The guide provides present or future job seekers with a blueprint for the development of procedures to use, as well as the desire and confidence needed in approaching the job market. Available from McKnight Publishing Company.

Success Core

A basic guide to help youth and young adults develop positive attitudes and to learn to set goals and use rational techniques for understanding and overcoming irrational fears. Through the activities, they come to understand what success and failure mean to them and how to use that understanding as a foundation for establishing goals. These activities include a goal-setting formula actually used by people from various walks of life who are enjoying success. They also learn the important influence that negativity and negative people can have on their thinking and their lives, and they acquire the skills to overcome negativity. Available from McKnight Publishing Company.

Association Publications

Sex-Fair Career Counseling

Based on a survey of female counselors and male and female counselors in metropolitan high schools, this NVGA monograph gives thoughtful consideration to the slights and to the more considered injustices that female students suffer within their schools and within their cultures. Inclusion of broad issues makes this a basic source for analysis of sex-fair counseling. Written by Peggy Hawley. Available from the National Vocational Guidance Association.

Programs

Technical Assistance for Occupational Skills Training Project

Through a grant from the U.S. Department of Labor's Office of Youth Programs, the National Center for Research in Vocational Education prepared an extensive array of products and services for CETA prime sponsors. The 16 products and services address the following needs: planning; intake and assessment; career orientation and planning; employability skills; occupational skill training; and placement, follow-up, and follow-through. The products and services were developed to help prime sponsors improve their services and make more efficient use of resources. An outline of the CETA technical assistance components follows.

Technical Assistance Needs:	Description of Products and Services:
I. Planning	
A. Working with service deliverers	Guidelines for Requests for Proposals (RFPs), proposal development, and evaluation
B. Using new information	Reviews of demonstration projects and OYP's Knowledge Development Activities
C. Using labor market information	Guidelines on developing and using labor market information
D. Collaboration	Models of apprenticeship linkages
II. Intake and Assessment	
A. Intake	Guidelines for implementation
B. Testing	Guidelines for implementing a testing and assessment program, including a bibliographic description of tests
C. Guidance and Employability Development Plans (EDPs)	Guidance procedures and employability guidelines for EDP development, updating, and use
III. Career Orientation and Planning	
A. Orientation to the world of work	An individualized curriculum program designed to help prepare participants for enthusiastic involvement in career decision making, planning, occupational skills training, and related occupational preparation. It focuses on personal motivations to work and identifies factors that influence participants' abilities to find and retain jobs that are personally satisfying and rewarding to them.
B. Planning, decision making, occupational choice	A set of individualized materials designed to help participants find out about themselves and the work for which they are suited. Participants explore 40 occupations that are representative of 10 basic job functions and learn how these occupations relate to personal interests, abilities, skills,

	educational goals, experiences, and training. They consider this information along with information about working conditions, salary, and employment outlook as they make decisions and plans about the careers they will investigate.
IV. Employability Skills	
A. Work maturity	A set of 49 individualized competency-based instructional units designed to help participants develop competencies they need to become employable and retain jobs
B. Job search	A set of 43 individualized competency-based instructional units designed to help participants locate and obtain jobs
V. Occupational Skill Training	
A. Private sector involvement	Procedure for identifying training to be given and skills to be taught; methods of gaining private sector commitment to hire
B. Job training	Individualized competency-based curriculum for selected occupations and models for new development
C. Reading and math	Procedures for teaching occupationally relevant basic skills
VI. Placement, Follow-up, and Follow-through	
A. Job placement	Guidelines for collaboration among agencies in job development and placement
B. Follow-up and follow-through	Procedures for conducting follow-up and identifying supportive services that may be needed

NOTE: All products and services include a staff training component. For information contact the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, or call (800) 848-4815.

Periodicals

Occupational Outlook Quarterly

To help young people, education planners, and guidance counselors keep abreast of current occupational and employment developments is the purpose of this periodical. The *Quarterly*, written in nontechnical language, contains articles on new occpations, training opportunities, salary trends, career counseling programs, and the results of new occupational studies by the Bureau of Labor Statistics.

Articles

"Writing Resumes and Cover Letters"

Advice is given on preparing resumes and their accompanying letters. Written by C. Egan, *Occupational Outlook Quarterly*, Fall 1977. Available from the U.S. Department of Labor, Bureau of Labor Statistics.

"Job Search: There's a Method in the Madness"

The results of a survey of people who sought jobs in 1972 are discussed. It covers job search methods and their effectiveness by age, race, and sex of job seekers and types of jobs sought. Written by C. Egan, *Occupational Outlook Quarterly*, Winter 1976. Available from the U.S. Department of Labor, Bureau of Labor Statistics.

"Increasing Client Employability through Skill Development"

Presented in this article is a three-part model for counseling in an employment setting: job preparation, search, and survival. Counseling theories and research citations accompany each category of emphasis. It is suggested that skills learned can also be generalized to nonjob aspects of individuals' lives. Written by R. Brown and J. Kittler, *Journal of Employment Counseling*, September 1979. Available from the American Association for Counseling and Development.

"Getting Chosen: The Job Interview and Before"

In this article, advice is given on how to prepare for an interview, how to act during the interview, including how to handle difficult questions, and suggests questions you can ask. It also lists 50 questions asked by employers during interviews with college seniors and 14 negative factors listed by employers which most often lead to rejection. Written by G.M. Martin, *Occupational Outlook Quarterly*, Spring 1979. Available from the U.S. Department of Labor, Bureau of Labor Statistics.

"Barriers to Employment and the Disadvantaged"

The authors of this article have developed and tested a checklist of barriers to employment as a basis for remedial or preventive counseling interventions. Child care problems, transportation needs, job qualifications, social and interpersonal conflicts, legal and financial problems, drug abuse and drinking, language and communication difficulties, and general health are the focus of recommended treatment. Written by J.P. Galassi and M.D. Galassi, *Personnel and Guidance Journal*, October 1977. Available from the American Association for Counseling and Development.

The following abstracts were taken from Robert E. Campbell, Helen D. Rodebaugh, and Paul E. Shaltry, *Building Comprehensive Career Guidance Programs for Secondary Schools*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978.

Azrin, N.H.; Fores, T.; and Kaplan, S.J. "Job Finding Club: A Group-Assisted Program for Obtaining Employment." *Behavior Research and Therapy* 13 (1975): 17-27.

This study describes a program for job counseling the unemployed, which has been evaluated experimentally in a matched-control design. The program was conducted in a group, and stressed mutual assistance among job seekers, a "buddy" system, family support, and sharing of job leads. Also, the program arranged ways of using want ads, role playing, telephoning, motivating the job seeker, constructing a resume, and contacting friends. Within two months, 90 percent of the counseled job seekers had found employment versus 55 percent of the noncounseled job seekers. All clients who attended the program regularly obtained employment. After three months, 40 percent of the noncounseled job seekers are still unemployed. The average starting salary for the counseled job seekers was about a third higher than the noncounseled. The present program appears to be an effective method of helping a greater proportion of the unemployed obtain jobs, more quickly and at a higher salary than they could obtain when they used the usual job finding procedures. Cost information available from the authors.

Miller, Susan F. *A Step-by-Step Guide to Job Placement*. Augusta, ME: Bureau of Vocational Education, Department of Educational and Cultural Services, 1976. ERIC Document Reproduction Service No. ED 121 988

This 40-page publication is a procedural guide for educators who want to provide students with job-placement skills. Using placement models developed at Mt. Ararat School, in Topsham, Maine, this guide outlines two basic placement models (school based and placement team) and two alternative approaches (regional center and senior placement assistant). It also suggests various methods for organizing and managing placement programs.

Kimbrell, G., and Vineyard, B.S. *Succeeding in the World of Work*. Bloomington IL: McKnight Publishing Company, 1975.

This hardbound book discusses skills and concepts that all workers should have to perform effectively and responsibly in any occupational role. It gives instructions on applying for a job, getting along with co-workers, using performance reviews and evaluations, investigating personal values and goals, and making proper use of money, credit, banks, taxes, social security, and insurance. The four major parts are: Entering the World of Work, Awareness of Personal Responsibilities, Awareness of Consumer Responsibilities. Each chapter includes study aids.

Krusemark, Fred D., Jr., and Leske, Gary M. *Finding Your Best Job*. Minneapolis: Department of Vocational and Technical Education, University of Minnesota, 1977.

This instructional guide for teachers or counselors to help provide job-seeking skills provides information on skills needed to secure a job, especially one's first career job. This job-seeking model presents both idealistic and realistic elements.

Singer Career Systems. *Job Survival Skills Program: Participant's Workbook*. Rochester, NY: Singer, 1973.

This 61-page participant's workbook is designed to be used with other materials and activities of the Job Survival Skills program, a program to increase the prospective employee's ability to understand and use the personal and interpersonal skills necessary in getting and keeping a job. Each of the chapters includes readings, exercises, and worksheets.

NOTES

Appendix B

Group and Individual Counseling Techniques

GROUP COUNSELING TECHNIQUES

Lecture

A person who is knowledgeable about a given topic presents information on that topic to a group of listeners. This technique is generally considered an inferior training method for several reasons: the client is in a passive role, placing the burden solely on the trainer; lectures tend to be boring; the content may not be individualized to each client's needs; and there is little opportunity for feedback to the client as to how well the content is being learned. These disadvantages tend to increase with the size of the group. There are, however, some advantages to the lecture technique: much information can be given to many people quickly; it is inexpensive in terms of client-counselor ratio; and an excellent lecture can be an inspirational model to the clients.

The lecture technique may be most appropriate for providing employment orientation information (rules, procedures, tax information, labor laws, benefits, personal finance, employer expectations, and so on). Lecture is not recommended as the sole method of providing group counseling. It is most beneficial when used as an introduction to another technique or for providing a final, synthesizing statement of what has been taught through another technique.

Conference or Group Discussion

A group leader and a small group of clients work together in a discussion setting. The purpose, goals, and objectives of the session are carefully explained by the leader, who keeps the discussion focused on the objectives. Problems and issues are advanced, either the leader presents typical problems or clients present their actual problems, and group members participate in their resolution. In the course of discussion, clients use each others' insights to shape their own thinking.

Campbell and Haccoun (1972), in their discussion of work entry problems of youth, conclude that "group discussions and conferences might provide one of the better intervention strategies to be used for aiding work entrants in their own development of flexible coping styles" (p. 37).

Advantages of the conference technique are that it enables clients to discover solutions to their own problems and that it usually facilitates retention of learning; it is cost effective; it is flexible for many uses and can be combined easily with other techniques (such as case studies, role playing, and use of audiovisuals); and it can alert the counselor to individual clients' potential on-the-job problems so that early intervention is possible. The benefits of this technique are maximized when the group is kept small, the goals are made clear, the group process is well organized, and effective leadership prevents one or two clients from monopolizing the discussion. This technique can be especially effective for developing problem-solving skills; changing attitudes, values, and responses to supervision; and improving interaction skills with co-workers. It is not an effective method of imparting a lot of substantive content within a reasonable time.

SOURCE: All materials in this appendix were summarized from Campbell, R.E., and Haccoun, R.R. *Training Methods and Intervention Strategies Relevant for Work Entry Problems of Youth*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1972.

Training Groups ("T Groups") or Sensitivity Training

A small group of clients and a facilitator focus on some dimension of interpersonal relations, critically evaluating themselves and the others while focusing on the "here and now." The goal is to see oneself as seen by others, using conflict as a vehicle for accomplishing this.

On the applicability of this technique to the general working population (as opposed to those in managerial training), Campbell and Haccoun (1972) state that--

> (1) work settings are social ones; (2) work involves the face-to-face interactions of many people; (3) work conflicts are frequent occurrences. It would seem that these situations are well suited to the use of the T group as an intervention strategy. (p. 33)

The T group can be an effective technique for increasing sensitivity, improving the capacity for open communication, and increasing flexibility in role behavior. It should be noted, however, that the effects of sensitivity training seem to fade quickly and the transferability of what is learned through this technique to the work environment has not been determined.

Role Playing

Participants in a small group assume the roles of characters in a problem situation and act out the situation. Problems may be provided by the leader, presented through case studies or open-ended audiovisual vignettes, or suggested by the clients. If the group is large, it can be broken into smaller groups who act out the same situation simultaneously and then reassemble to discuss the solutions.

Role playing is an effective technique for improving communication and coping skills, increasing self-awareness and self-esteem, learning appropriate job language and behavior, reducing prejudice, and changing work values and attitudes. It is also a means for the counselor to predict job behaviors in clients. One drawback of role playing is that some participants either find it hard to take the situations seriously or focus too much on acting and lose sight of the counseling goals. Advantages of this technique are that it is motivating and interesting to the client, an active form of learning in which the learner receives immediate feedback and reinforcement, a good vehicle for clients to practice coping behaviors, and fairly easy to design. Role playing is somewhat costly in terms of administration and time.

Gaming Techniques

Two or more clients, each given information about a hypothetical problem or situation, compete within the framework of a game. Each strives to win the game and maximize returns.

Games are most frequently used to improve goal-setting and decision-making skills and to develop greater awareness of business environments. Gaming can be an effective technique for some clients because the element of fun is motivational. Further, clients are allowed to set their own goals and are helped to understand which actions ought to be taken to attain those goals. Immediate feedback is reinforcing and forces realism regarding the causality of one's actions leading to outcomes.

Many suitable games are available commercially--for example, *The Job Game* (Employment Training Corporation) and *Life Career Game* (Western Publishing Company). When existing games are used for this technique, the cost tends to be quite low in relation to the outcomes.

Simulation

Clients assume worker roles in a hypothetical situation frequently some type of business venture. Participants learn the importance of worker interrelationships through carrying out interrelated tasks.

For some clients, this can be a motivational technique because of the participatory element and the interesting situations that can be created. Simulations are usually flexible, in that different numbers of roles can be used together or roles can be combined in different ways. It is important to use this technique selectively, with those clients who are most likely to benefit from it.

When commercially available simulations are used--for example, *Adventure--Lifelong Learning Simulation* Abt Publishing Company)--preparation for this technique is fairly inexpensive, although staff involvement in relation to payoff may be high.

In-Basket Technique

This technique is closely related to simulation but can be conducted with less elaborate structure and preparation. Each client receives a description of a worker role and an in-basket of job tasks representing day-to-day problems or decision points. (Although this technique is most effective when several clients are given interrelated roles and in-baskets, it may also be used with individuals.) Clients deal with the items in their in-baskets, then discuss their activities with the counselor, who helps them interpret appropriateness of decisions and actions and their impact on other workers' roles.

This technique is an appropriate counseling tool for adjustment problems related to decision making and personnel interrelationships.

Case Studies

Written problem descriptions are presented to the clients, who try to resolve the problems. Members of the group share their ideas and discuss alternative solutions.

This technique may be appropriate for working on situational problems, personal work habits, and problems related to interpersonal relations and response to supervision. It is also useful as a follow-up to other techniques to determine how much clients have retained.

Audiovisuals

Films, filmstrips, slides, tape recordings, videotapes, and closed circuit television can be used in a variety of ways in job adjustment counseling.

Many films, filmstrips, and recordings that are available commercially deal with work adjustment topics. Examples include the following:

- *ABCs of Getting and Keeping a Job* (Eye Gate House)
- *Exploring the World of Work* (Specialized Service and Supply Co.)
- *Getting a Job and On the Job* (Education Design)
- *Opportunity* (Scholastic Book Services)
- *Roles and Goals* (Argus Communication)
- *Your First Week on the Job*, *You and Your Job Interview*, *Trouble at Work*, *A Job that Goes Someplace*, and *Job Hunting, Where to Begin* (Guidance Associates)

Materials such as these are versatile: they can be used in different settings and with any size of group; if kept in stock, they can be used with little advance notice or preparation and can be chosen to fulfill a

variety of purposes, and they require a minimum of staff time. The content should be studied carefully for accuracy, appropriateness for the counseling goals, and absence of ambiguity and bias.

Disadvantages of this type of medium are that the learner is in a passive role and that the materials may not be strictly relevant to each client's counseling needs. To help focus the content on specific problems and to involve the clients actively in interpretation of the content, audiovisual presentations should be followed by discussion.

Tape recordings, videotapes, and closed circuit television are useful for another purpose, microteaching. In this technique, the clients give a short presentation or participate in role playing. The segment is recorded and replayed and the clients watch or listen to the recording with their counselor and other members of the group. The clients receive immediate feedback through watching their own behavior and from the discussion that follows.

Although performing before camera or microphone can be threatening and depersonalizing to some clients, these feelings can be minimized by preparing the clients for the experience of self-observation. While the initial cost of audiovisual materials and equipment is high, the cost over time is low because they can be reused.

INDIVIDUAL ASSISTANCE

Individual assistance, in the form of counseling or other services, has the advantage that it can be tailored exactly to the client's needs. The content can be individualized on the basis of the client needs assessment and services can be rendered when they are most needed. Several techniques for providing assistance are described as follows.

Individual Counseling

Counseling is provided on a one-to-one basis to help the client deal with adjustment problems on the job and to develop coping skills that will help the client handle future on-the-job problems without assistance.

It is important that counseling be provided early, at the first sign of a potential adjustment problem. In many cases, this makes it possible to avert a problem rather than to remedy it. (It may be too late to solve a problem through counseling after a potential problem has escalated into an on-the-job clash.) Individual counseling may be considered an expensive technique in terms of counselor-client ratio, but it is frequently more efficient than group counseling in terms of getting to the problem quickly and resolving it.

Dialogue with Employer

Ongoing dialogue with clients' employers is a good source of information about job adjustment. By keeping informed in this way, the counselor can be alert to potential problems and offer counseling services before problems become critical.

Intervention or Advocacy

Sometimes a job adjustment problem results in a crisis--the client is fired, is under threat of being fired, quits, or is about to quit--before the counselor learns about the situation. Under these circumstances, the counselor may decide to intervene.

The counselor talks to the employer and the client and determines the nature of the problem and any underlying causes. A decision is then made as to the best course of action. For example, the counselor might--

- talk to the employer on behalf of the client,
- get the client to stay on the job,
- counsel the client on coping with job stress,
- get the employer to modify a stressful situation, and/or
- refer the client for needed outside services.

This technique is most easily implemented if an ongoing dialogue has been maintained with the employer.

Programmed or Computer-Aided Instruction (PI or CAI)

In this technique, small increments of material are presented to the learner and a question is asked. If the learner's response is correct, new material is presented; if wrong, the material is repeated. In the linear method of PI, material is presented in ascending order of difficulty, and the material at each level must be learned before the next level of material is presented. In the branching method, the learner who gives a wrong answer is "branched" to a deeper exploration of the problem material.

Programmed or computer-aided instruction is available in several forms, including program books, piecemeal program materials, program learning machines that accommodate one client at a time, and computer programs that can accommodate many clients at once.

CAI and PI techniques are useful only when there is a definite content with "right answers" to be learned. This may limit its applicability for some areas of job adjustment counseling. Campbell and Haccoun (1972) note that--

> PI seems more efficient when specific learning criteria or goals are set. Unfortunately, setting up specific criteria for problems such as "adjustment to peers and supervision" is a difficult task because the criteria are often situation-determined. However, when (and if) these criteria are specified, the positive experience with PI might be indicative of its future usefulness as an intervention strategy. (p. 30)

Since this technique focuses on individual differences, its effectiveness varies with those differences. Motivation may be greatest with people who prefer to learn information systematically. Although initial cost is very high, PI and CAI systems are inexpensive to use.

Modeling

The client observes a person (model) performing a task, then duplicates the task. The task is repeated until the client can successfully perform it, and correct performance by the client is rewarded.

Also called "observation learning," "imitation identification," "social learning," and "vicarious learning," this technique may be appropriate for such counseling topics as personal work habits, proper use of language and deportment on the job, and responses to supervision. It is less appropriate for situational adjustment problems because "correctly" modeled behaviors are difficult to transfer from one situation to another. The effectiveness of modeling is enhanced if the model is someone who is perceived as being competent and with whom the client can associate.

Exploratory Experience

Often used for people whose career goals are unclear, this technique may also be useful for the client who has a history of work adjustment problems, who has been identified during training as having strong potential for such problems, or who has no experience whatsoever with work environments. In this technique, the clients are placed with a worker on a job in the type of industry or business in which they are seeking employment. The clients observe a typical workday and "get a feel for" the work environment.

Selective Placement

Employment situations to which clients are referred may need to be chosen carefully to avoid a particular adjustment problem for which a potential has been noted in the client. Occasionally an instructor or counselor, by observing a client's performance or interaction with program staff and other clients, will detect an aspect of employment to which the client is likely to have trouble adjusting (for example, personal grooming or strict regimentation). If it is determined that the client's attitudes or behaviors cannot be modified sufficiently, or that employment is needed before modification can take place, it may be helpful to place the client on a job in which the problem is not likely to arise.

Referral

When personal, family, or other non-job-related problems impede the client's adjustment to work, it may be appropriate to refer the client to outside services (for example, child care, legal, or mental health services) for assistance with the problem.

Reading Lists and Printed Materials

The counselor provides reading materials, or lists of such materials, from which the client learns appropriate behavior patterns. Examples include the following:

- *Everything a Woman Needs to Know to Get Paid What She's Worth* (Bantam Books)
- *Handbook for Young Workers* (U.S. Government Printing Office)
- *How to Get and Hold the Right Job* (U.S. Government Printing Office)
- *How to Keep Your Job: Poster Series* (Walch Pub.)
- *Succeeding in the World of Work* (McKnight and McKnight)
- *Succeeding on the Job: Self-Study Guide for Students* (Card Set) (Interstate Printers and Publishers)
- *A Working Woman's Guide to Her Job Rights* (U.S. Department of Labor)

For written materials to be effective, the reading level and style must be appropriate for the client, the content must be interesting, and the materials must be available. Thus, materials that are hard to read, that are presented in a style to which the client does not relate, or that cannot be obtained without spending money or going across town to get them are not likely to be effective tools for job adjustment counseling. Written materials are best used for reinforcing learning acquired by other methods of providing information to clients who cannot participate in other training.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orin G. Hatch)
Committee on Labor and Human Resources

Dr. Lee McMurrin
Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

Developed By

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

Published and distributed by **Bell & Howell Publication Systems Division,**
Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666.

BELL HOWELL

Publication Systems Division
Publication Products

ISBN 0-934425-20-5